



Kings Academy Trust

# Anti-Bullying Policy

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## **SAFEGUARDING POLICIES CHILDREN AND YOUNG PEOPLE**

The safeguarding policies (listed at the end of this document) are in place to help prevent children and young people up to 18 years of age being at risk of harm. The Trust advises the safeguarding policies are read in conjunction with each other. If you have any concerns or questions regarding policies, please refer to a member of SLT.

## **WORRIED ABOUT A CHILD/YOUNG PERSON**

If you are **worried about a child or a young person** being at risk of harm, please speak to the **Designated Safeguarding Lead (DSL)** or the Deputy DSL.

## **EXTREMISM/RADICALISATION**

All staff and Trustees are to be familiar with the indicators of vulnerability to extremism and radicalisation and the procedures for dealing with concerns. Staff are made aware of the potential indicating factors when a child is vulnerable to being radicalised or exposed to extreme views. These include peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial (damaging) behaviour and personal or political grievances. Staff to the **Single Point of Contact (SPOC)**.

## **SAFEGUARDING /HEALTH AND SAFETY**

We are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child and we strive to provide this within our classrooms. All staff follow health and safety guidelines.

## **SPIRITUAL, MORAL, SOCIAL & CULTURAL**

We work to prevent children and young people from developing extreme and radical views by embedding SMSC principles throughout the curriculum. During lessons we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our children and young people with the knowledge, skills, attitudes and values they will need to succeed in their future lives. It's very important therefore children and young persons are informed about ways to keep safe from other kinds of abuse or exploitation of any kind for example, online vulnerability. Research shows that for young people with special needs being exploited by so called friends online is one of the most common experiences. Bullying also renders children more vulnerable to other types of power or controlling behaviour. Vulnerable children and young people with are more likely to be bullied or coerced or pressured into sharing images or buying goods online or talking to people they do not know online.

**Vocational Training and Work Placements:** External providers will be provided with a copy of the policy. They will be expected to follow the policy and inform school of incidents of bullying to the ensure safety of all pupils and appropriate sanctions put in place.

**For more details/information on Safeguarding refer to the following documents:**

- Keeping Children safe in education (statutory guidance for schools and colleges) : September 2021
- Working together to safeguard children (A guide to inter-agency working to safeguard and promote the welfare of children : 2018
- Guidance for safer working practice for those working with children and young people in educational settings : October 2019
- Safeguarding & Child Protection Procedures for each Academy within the trust

**Important: Please refer to the list of safeguarding policies (on back page) includes specific Safeguarding/Child Protection issues towards children and young people.**

### **Policy Statement**

This policy has been written to ensure that we have measures in place to prevent all forms of bullying. The Trusts' policy is written in conjunction with Local Authorities to provides a whole authority approach to countering bullying and aims to coordinate the work of all organisations a safe place for children.

It also conforms to Section 89 of the Education and Inspections Act 2016 which provides that all schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

### **The Equality Act 2010**

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the new Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

### **Safeguarding children and young people (bullying)**

Under the Children Act 2004 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, we will report their concerns to the local authority children's social care. Even where safeguarding is not considered to be an issue, we may need to draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. This may include a community support police officer.

Please note.

- In the new Ofsted Framework, bullying is now under Personal Development and Welfare.
- 'Keeping Children Safe in Education' 2021 makes it clear that safeguarding includes bullying both on and offline. It also includes online safety.
- The Equality Act 2010 requires a school to publish their equality aims

### **Criminal law**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour - or communications - could be a criminal offence, for example under the Protection from Harassment Act 2019, the Malicious Communications Act 2003, the Communications Act 2003, and the Public Order Act 1986.

If we feel that an offence may have been committed, we will seek assistance from the police. For example, under the Malicious Communications Act 2019, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

### **Bullying outside school premises**

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. Senior staff will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed. In all cases of misbehaviour or bullying we can only discipline the pupil on school premises or elsewhere when the student is under the lawful control of staff.

### **What is bullying?**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between

children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case. Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Manipulation of those who do not understand they are being bullied is common.

#### **Anti-Bullying Alliance definition:**

'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.'

#### **The three elements of Bullying**

1. Bullying is deliberate or intentional
2. It is usually repeated and
3. There is an imbalance of power between perpetrator and target.

A one off incident is seldom, regarded as bullying except in certain rare circumstances where the other two elements and prejudice are present. In some cases, such as bullying that targets someone with special needs or disability for example or if there is a significant risk of harm, we would not look for repeated incidents to classify it as bullying if all the other aspects were there. Bullying can be frequent or infrequent, long term, high or low level and persistent. Bullying can include bullying of and by school staff, whether by pupils, parents or staff.

#### **Bullying can take many forms including:**

- Physical - kicking and shoving, injuring the target or damaging their belongings, intimidation
- Verbal - taunts and name-calling, insults, threats or humiliation, intimidation
- Emotional - behaviour intended to isolate, hurt or humiliate someone
- Indirect - sly and underhand, behind the target's back, rumour spreading
- Cyber - using any form of electronic means, mobile phones, social networks, gaming, chat rooms, forums or apps.

#### **Bullying can be driven by prejudice or fear of difference. It can be linked to**

- Race, religion or culture
- Gender
- Sexual orientation
- Disability or special need
- Long term illness

- Appearance
- Family arrangements
- Any protected characteristic within the Equality Act 2010

### **Cyber-bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teacher's stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. We regularly evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers

### **How the Trust deals with bullying.**

We have a clear policy which is shared with parents, pupils and staff so that when incidents occur, they are dealt with clearly. We strive to create an environment that prevents bullying from being a serious problem in the first place. We have clear advice for pupils about what to do if they are being bullied or are worried about someone else.

### **Prevention**

The Trust works with the pupils to create a positive culture of respect. We are committed to providing a supportive, caring, safe and inclusive environment for all of our pupils so they can learn in an atmosphere where they feel happy, secure and without the fear of being bullied or discriminated against.

For our Anti-Bullying Policy to be effective, it must raise awareness in pupils, staff and parents of what constitutes bullying. Awareness of bullying is fully embedded within our curriculum and school life. We take part in national strategies such as Anti-Bullying Week in November each year and include anti-bullying as a theme for one of our 'super learning days'. We regularly address anti-bullying in active tutorial time, weekly assemblies and enrichment. All pupils have discrete lessons on e-safety built into their ICT curriculum. All staff are familiar with the indicators of vulnerability to extremism and radicalisation and the procedures for dealing with concerns. We look out for indicators and report any concerns.

### **SMSC**

We work to prevent pupils from bullying and developing extreme and radical views by embedding **spiritual, moral, social and cultural** principles throughout the curriculum. We strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

**Spiritual development**

focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

**Moral development**

means exploring, understanding and recognising shared values and considering the issues of right and wrong.

**Social development**

Involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development, they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

**Cultural development**

Enables learners to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

**Intervention**

We apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. These will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important that we consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves or openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities. We teach children that using any prejudice based language is unacceptable. All pupils are advised to tell a trusted adult in school or at home so that the matter can be dealt with.

**Parents/Carers concerns**

Parents/Carers having concerns relating to bullying. The Trust takes seriously bullying issues and will deal with any complaints as quickly as possible. If parents/carers are not satisfied they can request a copy of the complaints procedure. Please note that parents/carers are expected to support the school in its efforts to prevent and address bullying and use the procedures that are in place.

## Further sources of information useful for staff and parents

### Other departmental advice:

- Cyber bullying: advice for Headteachers and school staff
- Advice for parents and carers on cyberbullying
- DfE Behaviour and Discipline in Schools Guidance
- Supporting children and young people who are bullied: advice for schools
- Counselling in schools a blueprint for the future: advice for school leaders and counsellors

### Legislative links

Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2016 and Education (Independent School Standards) (England) Regulations 2010 Power to tackle poor behaviour outside school

### The Equality Act 2010 Specialist organisations

- The Anti-Bullying Alliance (ABA): Founded by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here <http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/>.
- Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
- The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
- The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.
- Restorative Justice Council: Includes best practice guidance for practitioners.

## Cyber-bullying - sites

- Child Net International: Specialist resources for young people to raise awareness of online safety and how to protect themselves
- Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

Digizen: provides online safety information for educators, parents, carers and young people. Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

## Procedures for Dealing with incidents of bullying.

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded in **SIMS**.
- The incident will be recorded on a record of bullying or racism form. This will include clear strategies put in place to reduce further risk. These will be sent to the Local Authority at the end of each academic year.
- Incidents of bullying are reported half termly to the senior leadership team and Trustees.
- Pupils involved will be interviewed by appropriate staff. This may be the learning mentor or someone with whom the child has a trusting relationship.
- Parents of all pupils involved will be informed.
- All staff will be informed and advised of strategies as set out on the bullying or racism form.
- Pupils who have bullied will incur an appropriate sanction. These could include; **loss of break times, detention, a behaviour tracker, reporting to Head of Upper/Lower school at regular intervals, a specific seating plan in the classroom and the canteen, withdrawal from class or a fixed term exclusion.**
- Restorative justice may take place between children involved in bullying as a positive intervention.
- we work with our community support police officers when bullying is particularly serious or persistent and where a criminal offence may have been committed.

## A Graduated Response - Staff Roles and Responsibilities

### **Class teachers and Supporting Staff**

- To deal with bullying behaviours in the first instance unless they are serious incidents.
- To take account of the developmental needs of the individual and adopt a range of good classroom management skills to promote and facilitate positive behaviour e.g. differentiation, seating arrangements, directed support, verbal reminders/prompts.
- To facilitate sanctions as a result of negative bullying behaviour e.g. supported relocation to work, loss of break time, after school detention.

### **Form Tutors**

- To monitor all types of behaviour on a daily basis following the tracking system.
- To check that incidents of bullying are recorded in SIMS and have been dealt with.
- To support staff in arranging and facilitating loss of break times and detentions where necessary.
- To look for patterns of bullying behaviour in Class Dojo which may suggest additional support or interventions are needed for a particular subject or time of day.
- To prompt a behaviour plan and gather information to write a behaviour profile.
- To write a long or short term behaviour plan.
- To arrange short term solutions such supported alternative timetable arrangements.
- To liaise with parents and carers to keep them informed of bullying behaviour issues and strategies.
- To liaise with class teachers to improve behaviour.

### **Heads of Lower and Upper School - Where applicable**

- To meet regularly with form tutors to monitor behaviour within their department.
- To support the class teachers and form tutors in arranging and facilitating strategies to improve behaviour.
- To liaise with the Learning Mentors, Director of Inclusion and SLT to arrange and implement long term interventions resulting from a behaviour plan such as alternative timetable arrangements, extra support, external placements etc.
- To arrange meetings with parents to discuss concerns about a student's behaviour and work with them collaboratively on ways to improve it.
- To meet regularly with the Director of Inclusion to report behaviour issues within their department.

- To provide information for half planning meetings with other pastoral staff to bring issues of concern which may need input from external professionals.

#### **Director of Inclusion**

- To meet regularly with Heads of Lower and Upper school (where applicable) to monitor behaviour in each department.
- To offer advice and support to all staff on behaviour as needed including facilitating strategies.
- To collate and analyse whole school data on bullying behaviour and make plans to improve it.
- To oversee behaviour profiles and plans to ensure that they are working documents which are reviewed regularly.
- To work closely with the Inclusion Team to implement the most appropriate interventions for individuals.

### **LGBT**

- EACH: (Educational Action Challenging Homophobia): provides a national freephone action line for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber-homophobia.
- Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.
- Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

### **SEND**

- Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- Changing Faces: Provide online resources and training to schools on bullying because of physical difference.
- Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.
- Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

### **Racism**

- Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

- Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.
- Anne Frank Trust: Runs a school's project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

### **Pupils & Young People concerns**

Pupils and YP having concerns relating to bullying or knows someone who is a victim of bullying. Staff need to reassure pupils and YP (in form time, assemblies, newsletters etc.) to explain to them that 'we are a telling school' to encourage them to speak to a member/s of staff about their concerns. There is a pupil voice box outside the SLT offices where bullying concerns can be posted.

### **The School Council**

Member of the School Council have an important role to play when addressing Bullying issues that are discussed (as necessary) at the School Council.

### **Signs to watch for if you think a child may be being bullied**

You may be unsure if a child is involved in a bullying incident. He or she could be acting as a bully, being bullied or upset because they have seen others behaving badly. If you suspect that a child is involved in bullying, then look out for these signs:

- Bruises/broken or missing possessions
- becoming withdrawn - not talking, or spending more time alone
- changes in eating habits
- changes in behaviour - becoming aggressive at home
- tired looking /attendance issues
- complaining of headaches or stomach aches
- worrying about going to school
- suddenly doing less well at school

### **Who to go to with Bullying concerns?**

All member of staff need to be extra vigilant especially during un-supervised time i.e. going from class to class (pupils are escorted) On the playground (staff are on duty) In the dining Hall (staff are on duty) If you suspect bullying is going on (the bully or the victim of being bullied) please do not ignore it as you have a duty of care. Pass on your concerns to the child's form tutor, Head of Upper School or Head of Lower School (where applicable).

## CONNECTING POLICIES FOR SAFEGUARDING PURPOSE

If you are worried about a child or young person (in relation to issues listed below) or have any concerns or questions regarding Child Protection refer to the Designated Safeguarding Lead (DSL) or, in his absence Deputy DSL.

### LIST OF SAFEGUARDING/CHILD PROTECTION ISSUES

child missing from education: child missing from home care: child sexual exploitation (CSE) : bullying including cyber bullying : domestic violence : drugs : fabricated or induced illness : faith abuse : female genital mutilation (FGM) : forced marriage : gangs with youth violence : gender based violence against women and girls (VAWG) : mental health : private fostering : preventing radicalisation : sexting : teenage relationship abuse : trafficking.

**From DfE, Keeping children safe in education: September 2021**

We believe it is very important that all the Safeguarding Policies are read in conjunction with one another to quickly identify and take any necessary and appropriate action to help prevent children and young people up to 18 years of age being at risk of harm.

**MORE INFORMATION VISIT:** NSPCC.org.uk: TES & NSPCC safeguarding: GOV.UK keeping children safe

**SAFEGUARDING CONNECTING POLICIES** (situated on the Oakwood Academy website) [www.oakwoodacademy.co.uk](http://www.oakwoodacademy.co.uk)

Anti-Bullying

Anti- Cyber Bullying

Anti- Racism

Anti-Radicalisation

Attendance

Behaviour

Safeguarding & Child Protection Procedures

Care/Intimate Care/Administration of Medication /Touch

Children Missing From Home

Complaints

Child Protection (including the safeguarding of all children)

Data Protection

Drugs

e-safety (online)

FGM

First Aid

Health & Safety

ICT and Computing

Lone Worker

PSHE

Pupil Friendly Safeguarding

SRE

SMSC

Safer Recruitment

SMSC

Trafficking

Visits/Trips

Whistleblowing

The Safeguarding Policies are up-dated annually or as necessary depending on new statutory guidance or legislation

The Trust Boards agreement to this policy

Signed (Chair of Trust board) ..... Date .....

The Safeguarding Policies are up-dated yearly or as necessary depending on new statutory guidance or legislation.